DOCUMENT RESUME

ED 261 220 CE 042 424

AUTHOR Miller, Pamela F.
TITLE Vocational Ethics Infusion Project. Final Project Report.
INSTITUTION Norris City-Omaha Community Unit District #3, IL.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 30 Jun 85
CONTRACT R-31-15-X-0367-522
NOTE 30p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Education; *Educational Needs; Elementary Secondary Education; *Ethical Instruction; Ethics; *Interdisciplinary Approach; Moral Values; State Surveys; *Teacher Attitudes; Values Clarification; Values Education; *Vocational Education; *Vocational Education Teachers; Work Attitudes

ABSTRACT

To determine the current state of the art of the teaching of vocational ethics in the state of Illinois, a survey of Illinois educators was conducted in the spring of 1985. A sample of 650 teachers were asked if and to what extent vocational ethics were currently being taught in their state. About 50 percent of the teachers, kindergarten through postsecondary, responded. Of these respondents, 78 percent regarded vocational ethics as an appropriate area of instruction, and 92 percent agreed that understanding vocational ethics would help students obtain and keep a job after graduation. However, only 21 percent reported that vocational ethics are currently being taught in their schools. Many Illinois educators believe that vocational ethics should be introduced to students early in the school career. Of the areas selected by the respondents as currently including the teaching of vocational ethics, career education was selected most often. While most reported that a course on vocational ethics was not available at their schools, indirect teaching through teacher-student interaction was reported by many. Nearly all the educators indicated that they currently include vocational ethics at least occasionally in their curriculum. While there was strong agreement on the importance of the topic, there was little agreement on the teaching of vocational ethics as a specific course. As a group, Illinois educators favored teaching vocational ethics indirectly over teaching a specific course. About two-thirds of this report consists of copies of the computerized data files of the study survey. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED261220

Final Project Report
Vocational Ethics Infusion Project

Submitted by: Pamela F. Miller, Ph.D., Project Director

June 30, 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DGH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1. Funding Agreement: R-31-15-x-0367-522
2. Project Title: Vocational Ethics Infusion Project (VEIP)
3. Project Director: Pamela F. Miller
4. Funded Agency: Norris City-Omaha Community Unit District #3
5. Time Period: July 9, 1984-June 30, 1985
6. Cost of Project Expenditures from July 9, 1984-June 30, 1985: $41,737
7. Activities:
   - Conducted Review of Literature
   - Developed and refined list of Ethical Characteristics
   - Developed Q-Sort research design for pilot study
   - Administered Q-Sort survey to 107 vocational educators at AVA convention in New Orleans
   - Analyzed results of Q-Sort Survey
   - Developed report of results of Q-Sort Survey
   - Disseminated results of Q-Sort Survey via article to Journal of Industrial Arts Education
   - Developed survey instrument to assess current status of teaching vocational ethics in Illinois Schools
   - Conducted stratified random survey of K-post secondary teachers (N=650)
   - Analyzed results of Illinois educator survey
   - Developed report of results of survey (enclosed)
   - Developed an edited transcript of Conference on Future World of Work
   - Disseminated transcript of proceedings to participants
   - Obtained corrections and recommendations from participants
   - Conducted workshop on Project goals and objectives, 05/22/85, University of Illinois, Chicago Campus
8. Concerns: Replacement of Research Assistant
9. Dissemination Planning Outline: Report results of Illinois educator survey to appropriate audiences
10. Impact Statement: The impact of the VEIP project during the first project year includes the development of a working model of vocational ethics, the identification of the way vocational educators perceive a variety of ethical characteristics, the development of a draft of the proceedings of the Conference of the Future World of Work, and an assessment of the current status of teaching vocational ehtics in Illinois schools.
11. Meetings Atteneded: Annual Meeting of the Members of the American Vocational Association, New Orleans, Louisiana November 30- Dec 2, 1984

CE043434

BEST COPY AVAILABLE

BEST COPY AVAILABLE

12. Meetings Conducted: Workshop on Project Goals and Activities, May 22, 1985, University of Illinois, Chicago Campus

13. Activities Planned:
    Employ research assistant by September 1, 1985
    Develop a more concise version of the Proceedings of the Future World of Work and acquaint appropriate audiences with report availability
    Reconstitute advisory committee
    Convene advisory committee and review results of Illinois educator survey
    Based on recommendations of the committee, develop a strategic plan for pilot testing
    Select pilot test sites
    Pilot test selected aspects of plan
    Report results of pilot tests
    Conclude project with a plan for the infusion of vocational ethics in Illinois Schools
    Disseminate plan to appropriate audiences

14. Appendices: Report of Survey of Illinois Educators

The Teaching of Vocational Ethics
in the State of Illinois:
A Survey Report

To determine the current "state of the art" in the teaching of vocational ethics in the state of Illinois, a statewide survey of Illinois educators was conducted in the spring of 1985. Teachers were asked if and to what extent vocational ethics was currently being taught in the state of Illinois. Vocational ethics was defined as:

> Vocational ethics is the study of ethical conduct in the workplace. An individual's work ethic refers to the beliefs, values, and principles that guide the way an individual carries out job responsibilities.

A stratified random sample of Illinois educators from the kindergarten through post-secondary level was obtained through the Department of Adult, Vocational, and Technical Education. The sample was selected on the basis of four teaching levels, elementary career educators, and co-op coordinators. Within each group 100 or 150 teachers were randomly selected. The total sample was 650.

The questionnaire was developed by the VEIP Project staff based on the information sought on the teaching of vocational ethics. In addition, twenty characteristics rated by a nationwide sample of vocational educators in December, 1984 as important worker characteristics were included to evaluate their importance to educators at the kindergarten through post-secondary level. Basic demographic information was also requested. The four page questionnaire was mailed to each educator with a stamped addressed return envelope and a cover letter requesting cooperation by completing the questionnaire.

Of the 650 questionnaires mailed, 11 were returned as non-deliverable yielding a sample of 639 respondents. During a six week period, 307 usable questionnaires were returned for a respondent rate of 48 percent. The return rate for each group is listed in the table below:

Mailing Group	Original Sample	Number Returned	Actual Sample	Number Completed
Elementary	100	0	100	45 (45%)
Junior High	100	0	100	40 (40%)
Elementary Career Educators	100	0	100	55 (55%)
Co-op Coordinators	150	2	148	86 (58%)
High School	100	2	98	59 (60%)
Post-Secondary	100	7	93	22 (24%)

The sample was about evenly divided between women, 46%, and men, 54%. However, the women respondents tended to be concentrated in elementary schools, 27%; high schools, 21%; and as co-op coordinators, 21%. The men were more likely to be in elementary career education, 24%, or a co-op coordinator, 33%.

Approximately 63%, 184, of the sample had earned masters' degrees with another 29%, 84, possessing a bachelor's degree. Four percent reported holding an educational specialist's degree, three percent a Ph.D., and three percent did not respond.

Due to the nature of the elementary career educators and co-op coordinators positions, the sample can also be described by the types of settings in which the respondents are employed. The following table illustrates the different kinds of settings each mailing group represented.

	MAILING LIST GROUP					
	Elem	JrHi	ECE	HS	Post HS	CC
TYPE OF SETTING						
Elementary	40		7			
Junior High		31	4	3		1
High School			14	35		51
Comprehensive H.S.			6	8		22
Vocational H.S.			2	5		1
Junior College			1	3		1
Community College					15	1
Elementary/Jr. High	3	4	3		1	
Unit District K-12	2	5	15	2		5

* ECE = Elementary Career Educators Post HS = Post-secondary
CC = Co-op Coordinators

In addition, there were eight respondents employed in the state mental health agency, area vocational centers, universities, adult vocation, and the adult division of the correstions system, respecitvely.

The number of years of teaching ranged from two in their first year of teaching to one with 40 years experience. The average was 15 years.

The school districts represented by the sample tended to range from the smallest, under 500, to those with almost 5,000. Fifty, 18%, reported being employed in a district with an enrollment of 500 or less. Fifty-seven, 20%, were employed in the 500 to 999 range and an additional 56, 20%, were in the 1,000 to 2,499 range. Another 16%, 45 respondents, stated their district enrollment to be between 2500 and 4,999. The next largest group, 26 or 9%, had an enrollment greater than 20,000 students.

Most of the educators agreed that at least one of the roles of the public schools should be to prepare students to enter the world of work. Ninety percent indicated agreement or strong agreement with the statement: "The role of the schools is to prepare students to enter the world of work."

Vocational ethics was not viewed as an inappropriate topic for the public schools in Illinois. Seventy-eight percent responded that vocational ethics is an appropriate area of instruction.

Educators apparently found understanding vocational ethics as extremely important to obtaining and maintaining a job after graduation as 92% chose strongly agree or agree for the statement: "An understanding of vocational ethics will help my students obtain and maintain a job when they graduate from school."

While Illinois educators rate vocational ethics as being important, only 21% reported that it is currently being taught in their school. As might be expected, of this 21%, nearly half, 42%, were co-op coordinators. Similarly, another 19 percent were elementary career educators and 21% were high school teachers.

Many Illinois educators believe vocational ethics should be introduced to students early in the school career. Twenty-two percent chose kindergarten and 26% chose first grade as appropriate levels. The middle school years were also selected by some--11% at the sixth grade level and 10% at the seventh grade level.

Few of the content areas were selected by the respondents as currently including the teaching of vocational ethics. As might be expected, career education was selected most often.

Content Areas and Frequencies (n=307)

Mathematics	23	Social Studies	61	Music	12
Reading	26	Science	22	Career Ed.	153
English	35	Art	12	Other	108

While most reported that a course on vocational ethics was not available at their school, indirect teaching through teacher-student interaction was reported by many. Forty-seven percent responded "most of the time" and 33% responded "some of the time" to the statement: "Vocational ethics is indirectly conveyed through daily interactions between students and teachers. Again, the elementary career educators, co-op coordinators, and high school teachers tended to comprise this group. Another 14% selected "all of the time."

Nearly all the educators indicated that they currently include vocational ethics at least occasionally in their curriculum. The high school, post-secondary, and co-op coordinator groups tended to select all, most, and some of the time more than the elementary and junior high groups.

	Elem	JrHi	ECE	HS	Post HS	CC
All of the time	5%	5%	6%	19%	40%	21%
Most of the time	7%	10%	18%	25%	35%	45%
Some of the time	37%	15%	40%	32%	0%	24%
Occasionally	40%	48%	26%	23%	15%	10%
Never	12%	23%	10%	2%	10%	1%

When queried about the best way to teach vocational ethics, 39% selected "by observing others behavior" and "on the job." An additional 37% selected these two plus "as a separate school subject." Few indicated that only one method would be satisfactory.

While there was strong agreement about the importance of vocational ethics, there was little agreement on the teaching of vocational ethics as a specific course. Thirty-seven percent disagreed and 21 percent expressed no opinion. Only ten percent indicated strong agreement and another 27 percent chose "agree". There were five percent who strongly disagreed. In general, 37 percent agreed, 41 percent disagreed and 21 percent had no opinion. The range and strength of the disagreement among educators is demonstrated in the table:

	GROUP					
	Elem	JrHi	ECE	HS	Post HS	CC
Strongly Agree	3 7% *	3 8%	5 9%	10 17%	2 10%	7 8%
Agree	14 33%	15 38%	9 17%	11 19%	6 29%	26 31%
No opinion	10 23%	9 23%	14 26%	9 16%	4 19%	17 21%
Disagree	15 35%	12 30%	21 39%	23 40%	8 38%	30 36%
Strongly Disagree	1 2%	1 3%	5 9%	5 9%	1 5%	3 4%

* indicates percent of group

Illinois educators as a group favored teaching vocational ethics indirectly over teaching a specific course. Almost the entire sample, 94%, thought vocational ethics should be indirectly taught through the daily interactions between students and teachers.

	Specific Course	Taught Indirectly
Strongly Agree/Agree	111	283
Strongly Disagree/Disagree	125	8
No Opinion	63	10

When educators were asked which content areas that vocational ethics should be taught in, not surprisingly career education was chosen by 238. The other content area selected by a large number (127) was social studies.

Content Areas and Frequencies (n=307)

Mathematics	72	Social Studies	127	Music	40
Reading	63	Science	68	Career Education	238
English	75	Art	39	Other	76

Illinois educators as a group seem to believe that there is adequate time within the school day to teach vocational ethics. However, within the different groups, this is not necessarily true. For the entire sample, 53% stated they had enough time while 37% did not. The upper levels indicated more time available than the elementary and junior high groups.

	Elem	JrHi	ECE	HS	Post HS	CC
Strongly Agree/Agree	31%	31%	40%	66%	62%	72%
No opinion	21%	13%	8%	4%	5%	7%
Strongly Disagree/ Disagree	48%	56%	52%	31%*	34%	21%

* may add to more than 100% because of rounding

Only five percent responded that they had all the materials needed to teach vocational ethics. Although 24% indicated they had most and 26% indicated they had some of the materials necessary, 29% stated they only had a little and another 17% that they had none.

Over half stated that there would be minimal to strong administrative support for support the teaching of vocational ethics in their district. However, nearly 42% did not know what kind or if there would be any.

Although 42% reponded that there would be varying amounts of parental support, 51% indicated that they did not know what parental support there might be in their district.

A larger percentage, 45, did not know if the community would support the teaching of vocational ethics although 50% reported there would community support of some kind.

On the question of feeling competent to teach vocational ethics, over half, 60%, responded feeling competent to do so. It should be noted, however, that 22% expressed no opinion.

Although over half believe they are competent to teach vocational ethics, 49% indicated that their college coursework did not prepare adequately prepare them to do so. Thirty-three percent stated their college work had been adequate.

```
WW          WW    0000000000    VV          VV    SSSSSSSSSS    EEEEEEEEEEEEEE  DDDDDDDDDDD
WW          WW  00          00  VV          VV  SS          SS  EE              DD        DD
WW          WW  00          00  VV          VV  SS              EE              DD        DD
WW    WW    WW  00          00  VV          VV    SSSSSSSSSS    EEEEEEEEEE      DD        DD
WW    WW    WW  00    2222222222  VV    000000          000000  EE              DD        DD
WW  WW  WW  WW  00  22      00  22  VV00VV    00SS    00    SS00EE              DD        DD
  WW      WW      0000000000    22  00VV    00  00SS00SSSSSS00  00EEEEEEEEEEEEE  DDDDDDDDDDD
                          2222    00    00    00  00    00    00
                        2222      00  00      00  00  00      00
                      22          00      00      00      00
                    22222222222222      000000          000000
```

```
File name: _DSO/USERS.NANCY/FREQ.FIL.8

PPPPPP  RRRRRR   IIIII  N      N TTTTTTT EEEEEEE DDDDDD
P     P R     R    I    NN     N    T    E       D     D
P     P R     R    I    N N    N    T    E       D     D
PPPPPP  RRRRRR     I    N  N   N    T    EEEEE   D     D
P       R    R     I    N   N  N    T    E       D     D
P       R     R    I    N    NN    T    E       D     D
P       R     R  IIIII  N     N    T    EEEEEEE DDDDDD

FFFFFFF  00000  RRRRRR
F       0     0 R     R
F       0     0 R     R
FFFFF   0     0 RRRRRR
F       0     0 R    R
F       0     0 R     R
F        00000  R     R

 SSSSS  V     V  SSSSS  TTTTTTT EEEEEEE M      M
S     S  V   V  S     S    T    E       MM    MM
S         V V   S          T    E       M M  M M
 SSSSS     V     SSSSS     T    EEEEE   M  M M  M
      S    V          S    T    E       M      M
S     S    V    S     S    T    E       M      M
 SSSSS     V     SSSSS     T    EEEEEEE M      M
```

```
28 JUN 85    SPSS-X RELEASE 1.0 FOR IBM OS
             SOUTHERN ILLINOIS UNIVERSITY

             SPSS INC LICENSE NUMBER:   1193

   1  0          TITLE  VEIP ILLINOIS EDUCATORS SURVEY
   2  0          UNNUMBERED
   3  0          DATA LIST FILE=INLINE  FIXED  RECORDS=1
   4  0              /GRP 1 ID 2-4 SCHLROLE 6 UNDVE 7 VETAUT 8  MATH 9 READING 10
   5  0               ENGLISH 11 SOCSTUD 12 SCIENCE 13 ART 14 MUSIC 15 CAREERED 16
   6  0               OTHER 17 VEIND 18 VESPEC 19 MTH 20 RDG 21 ENG 22 SCLSTUD 23
   7  0               SCI 24 ART2 25 MUS 26 CREERED 27 OTHER2 28 INDTCH 29 INAPPR 30
   8  0               COMPETNT 31 COLLWORK 32 TIME2TCH 33 MAT2TCH 34 ADMSUP 35
   9  0               PARSUP 36 COMSUP 37 BESTAUT 38 CURRTCH 39 GRADTAUT 40-41
  10  0               RELIABLE 43 WILL2WRK 44 WILL2LRN 45 RESP1ACT 46 COOP 47 FOLINSTR 48
  11  0               BEATSCHL 49 TRUTHFUL 50 PRIDNWRK 51 WRKECHDY 52 FLEX 53 ACCNT 54
  12  0               FAITHFUL 55 ORGANZD 56 ACCTPWR 57 FOLRULES 58 RESRCFUL 59
  13  0               COMMITMT 60 USETIME 61 DO1SHARE 62
  14  0               GENDER 63 DEGREE 64 CONTENT 65-66 YRSTCH 67-68 YRSAREA 69-70
  15  0               SCHOOL 71 ENROLL 72
THE ABOVE DATA LIST STATEMENT WILL READ   1 RECORDS FROM FILE INLINE .
          VARIABLE  REC    START     END          FORMAT  WIDTH  DEC

          GRP          1        1       1          F           1    0
          ID           1        2       4          F           3    0
          SCHLROLE     1        6       6          F           1    0
          UNDVE        1        7       7          F           1    0
          VETAUT       1        8       8          F           1    0
          MATH         1        9       9          F           1    0
          READING      1       10      10          F           1    0
          ENGLISH      1       11      11          F           1    0
          SOCSTUD      1       12      12          F           1    0
          SCIENCE      1       13      13          F           1    0
          ART          1       14      14          F           1    0
          MUSIC        1       15      15          F           1    0
          CAREERED     1       16      16          F           1    0
          OTHER        1       17      17          F           1    0
          VEIND        1       18      18          F           1    0
          VESPEC       1       19      19          F           1    0
          MTH          1       20      20          F           1    0
          RDG          1       21      21          F           1    0
          ENG          1       22      22          F           1    0
          SCLSTUD      1       23      23          F           1    0
          SCI          1       24      24          F           1    0
          ART2         1       25      25          F           1    0
          MUS          1       26      26          F           1    0
          CREERED      1       27      27          F           1    0
          OTHER2       1       28      28          F           1    0
          INDTCH       1       29      29          F           1    0
          INAPPR       1       30      30          F           1    0
          COMPETNT     1       31      31          F           1    0
          COLLWORK     1       32      32          F           1    0
          TIME2TCH     1       33      33          F           1    0
          MAT2TCH      1       34      34          F           1    0
```


BEST COPY AVAILABLE

ADMSUP	1	35	35	F	1	0
PARSUP	1	36	36	F	1	0
COMSUP	1	37	37	F	1	0
BESTAUT	1	38	38	F	1	0
CURRTCH	1	39	39	F	1	0
GRADTAUT	1	40	41	F	2	0
RELIABLE	1	43	43	F	1	0
WILL2WRK	1	44	44	F	1	0
WILL2LRN	1	45	45	F	1	0
RESP1ACT	1	46	46	F	1	0
COOP	1	47	47	F	1	0
FOLINSTR	1	48	48	F	1	0
BEATSCHL	1	49	49	F	1	0
TRUTHFUL	1	50	50	F	1	0
PRIDNWRK	1	51	51	F	1	0
WRKECHDY	1	52	52	F	1	0
FLEX	1	53	53	F	1	0
ACCNT	1	54	54	F	1	0
FAITHFUL	1	55	55	F	1	0
ORGANZD	1	56	56	F	1	0
ACCTPWR	1	57	57	F	1	0
FOLRULES	1	58	58	F	1	0
RESRCFUL	1	59	59	F	1	0
COMMITMT	1	60	60	F	1	0
USETIME	1	61	61	F	1	0
DO1SHARE	1	62	62	F	1	0
GENDER	1	63	63	F	1	0
DEGREE	1	64	64	F	1	0
CONTENT	1	65	66	F	2	0
YRSTCH	1	67	68	F	2	0
YRSAREA	1	69	70	F	2	0
SCHOOL	1	71	71	F	1	0
ENROLL	1	72	72	F	1	0

END OF DATALIST TABLE.

```
16  0          MISSING VALUES  SCHLROLE TO VETAUT, VEIND, VESPEC, INDTCH TO CURRTCH (0)
17  0                          GRADTAUT (99)
18  0          VARIABLE LABELS  GRP 'MAILING LIST GROUP'
19  0             SCHLROLE 'PREPARE STUDENTS FOR WORK WORLD'
20  0             UNDVE ' UNDERSTANDING VOC ETHICS'
21  0             VETAUT ' VOC ETHICS CURRENTLY TAUGHT'
22  0             VEIND 'VOC ETHICS INDIRECTLY CONVEYED'
23  0             VESPEC 'VOC ETHICS SHOULD BE SPECIFIC COURSE'
24  0             INDTCH 'VOC ETHICS SHOULD BE INDIRECTLY TAUGHT'
25  0             INAPPR 'VOC ETHICS INAPPROPRIATE FOR SCHOOLS'
26  0             COMPETNT ' FEEL COMPETENT TO TEACH VOC ETHICS'
27  0             COLLWORK 'COLLEGE COURSES PREPARED ME'
28  0             TIME2TCH 'ENOUGH TIME TO TEACH VOC ETHICS'
29  0             MAT2TCH 'ENOUGH MATERIALS TO TEACH VOC ETHICS'
30  0             ADMSUP 'ADMINISTRATIVE SUPPORT FOR VOC ETHICS'
31  0             PARSUP 'PARENTAL SUPPORT FOR VOC ETHICS'
32  0             COMSUP 'COMMUNITY SUPPORT FOR VOC ETHICS'
33  0             BESTAUT 'BEST METHOD OF TEACHING VOC ETHICS'
```

BEST COPY AVAILABLE

```
  34  0              CURRTCH 'VOC ETHICS IN CURRENT CURRICULUM'
  35  0              GRADTAUT 'VOC ETHICS FIRST TAUGHT IN GRADE'
  36  0              RELIABLE  'BEING RELIABLE/TRUSTWORTHY'
  37  0              WILL2WRK 'WILLINGNESS TO WORK'
  38  0              WILL2LRN 'WILLINGNESS TO LEARN'
  39  0              RESP1ACT 'RESPONSIBILITY FOR ONES ACTIONS'
  40  0              COOP 'COOPERATIVE WORK WITH OTHERS'
  41  0              FOLINSTR 'FOLLOWING INSTRUCTIONS'
  42  0              BEATSCHL 'BEING AT WORK/SCHOOL ON TIME'
  43  0              TRUTHFUL 'TRUTHFULNESS'
  44  0              PRIDNWRK 'PRIDE IN WORK WELL DONE'
  45  0              WRKECHDY 'BEING AT WORK/SCHOOL EACH DAY'
  46  0              FLEX 'FLEXIBILITY'
  47  0              ACCNT 'BEING ACCOUNTABLE FOR ONES DEEDS'
  48  0              FAITHFUL 'FAITHFULNESS TO OBLIGATIONS/COMMITMENTS'
  49  0              ORGANZD 'ORGANIZATION OF WORK ASSIGNMENTS'
  50  0              ACCTPWR 'ACCOUNTABILITY 4 THINGS IN POWER/CONTROL'
  51  0              FOLRULES 'FOLLOWING THE RULES'
  52  0              RESRCFUL 'RESOURCEFULNESS'
  53  0              COMMITMT 'COMMITMENT TO TASKS'
  54  0              USETIME 'USING TIME AND SUPPLIES APPROPRIATELY'
  55  0              DO1SHARE 'DOING ONES SHARE'
  56  0              GENDER 'GENDER OF RESPONDENT'
  57  0              DEGREE  'HIGHEST DEGREE EARNED'
  58  0              CONTENT 'CURRENT CONTENT TEACHING AREA'
  59  0              YRSTCH 'NUMBER OF YEARS TEACHING'
  60  0              YRSAREA 'YEARS TEACHING IN CURRENT AREA'
  61  0              SCHOOL 'TYPE OF SCHOOL'
  62  0              ENROLL 'DISTRICT ENROLLMENT'
  63  0            VALUE LABELS GRP 1 'ELEMENTARY' 2 'JUNIOR HIGH' 3 'ELEM CAREER EDUC'
  64  0               4 'HIGH SCHOOL' 5 'POST-SECONDARY' 6 'CO-OP COORDINATORS'/
  65  0               SCHLROLE TO UNDVE 1 'STRONGLY AGREE' 2 'AGREE' 3 'NO OPINION'
  66  0               4 'DISAGREE' 5 'STRONGLY DISAGREE'/VETAUT 0 'NO RESPONSE' 1 'YES' 2 'NO'/
  67  0               VEIND 1 'ALL OF THE TIME' 2 'MOST OF THE TIME' 3 'SOME OF THE TIME'
  68  0               4 'OCCASIONALLY' 5 'NEVER'/
  69  0               VESPEC 1 'STRONGLY AGREE' 2 'AGREE' 3 'NO OPINION' 4 'DISAGREE'
  70  0               5 'STRONGLY DISAGREE'/ INDTCH TO TIME2TCH 1 'STRONGLY AGREE' 2 'AGREE'
  71  0               3 'NO OPINION' 4 'DISAGREE' 5 'STRONGLY DISAGREE'/
  72  0               MAT2TCH 1 'ALL I NEED' 2 'MOST OF WHAT I NEED' 3 'SOME OF WHAT I NEED'
  73  0               4 'A LITTLE I NEED' 5 'NONE'/
  74  0               ADMSUP TO COMSUP 1 'YES  STRONG SUPPORT' 2 'YES SOME SUPPORT'
  75  0               3 ' YES MINIMAL SUPPORT' 4 'NO' 5 'DONT KNOW' 6 'YES'/
  76  0               BESTAUT 1 'OBSERVING OTHERS BEHAVIOR' 2 'SEPARATE SCHOOL SUBJECT'
>WARNING  4490  LINE  76, COLUMN 14, TEXT: OBSERVING OTHERS BEH
>A LABEL APPEARING ON THE VALUE LABELS COMMAND EXCEEDS 20 CHARACTERS IN LENGTH.
>THE LABEL WILL BE TRUNCATED TO 20 CHARACTERS.

  77  0              3 'ON THE JOB' 4 '1 AND 2' 5 '1 AND 3' 6 '2 AND 3' 7 'ALL OF THE ABOVE'
```

BEST COPY AVAILABLE

```
28 JUN 85   VEIP ILLINOIS EDUCATORS SURVEY
            SOUTHERN ILLINOIS UNIVERSITY

>WARNING  4490  LINE  76, COLUMN 44, TEXT: SEPARATE SCHOOL SUBJ
>A LABEL APPEARING ON THE VALUE LABELS COMMAND EXCEEDS 20 CHARACTERS IN LENGTH.
>THE LABEL WILL BE TRUNCATED TO 20 CHARACTERS.

  78  0              8 'NONE OF THE ABOVE'/
  79  0              CURRTCH 1 'ALL OF THE TIME' 2 'MOST OF THE TIME' 3 'SOME OF THE TIME'
  80  0              4 'OCCASIONALLY' 5 'NEVER'/
  81  0              GRADTAUT 00 'KINDERGARTEN' 50 'EARLY AS POSSIBLE' 99 'DONT KNOW'/
  82  0              RELIABLE TO DO1SHARE 1 'ALL OF THE TIME' 2 'MOST OF THE TIME'
  83  0              3 'SOME OF THE TIME' 4'OCCASIONALLY' 5 'NEVER'/
  84  0              GENDER 1 'FEMALE' 2 'MALE'/
  85  0              DEGREE 1 'BA' 2 'MA' 3 'EDS' 4 'PHD'/
  86  0              CONTENT 01 'LANGUAGE ARTS' 02 'READING' 03 'ART' 04 'FOREIGN LANGUAGE'
  87  0              05 'SCIENCE' 06 'MATH' 07 'SOCIAL STUDIES' 08 'HEALTH'
  88  0              09 'INDUSTRIAL ARTS' 11 'LD/MMI' 12 'MATH/LA'
  89  0              13 'MATH/SCIENCE' 14 'SOC STUD/PE' 15 'SCI/HLTH/IA' 16 'MATH/GEOG'
  90  0              17 'HOME EC/HLTH' 18 'ENG/SOC STUD' 19 'SCIENCE/GUID' 20 'BUSINESS/CO-OP'
  91  0              21 'HOME ECONOMICS' 22 'BASIC SKILLS & GED' 23 'HLTH/GUID'
  92  0              24 'WOODWORKING' 25 'AGRICULTURE' 26 'INDUSTRIAL EDUCATION'
  93  0              27 'VOCATIONAL-OTHER' 28 'HEALTH OCCUPATIONS' 29 'CAREER EDUCATION'
  94  0              30 'SPECIAL EDUCATION' 31 'LANG ARTS/SOC STUD' 90 'ALL SUBJECTS'
  95  0              91 'PE' 92 'MUSIC' 93 'COMPUTERS' 94 'VOC ED TEACHER' 95 'COUNSELOR'
  96  0              96 'ADMINISTRATOR' 97 'VOC ED DIRECTOR' 99 'ADMIN'/
  97  0              SCHOOL 1 'ELEMENTARY' 2 'JUNIOR HIGH' 3 'HIGH SCHOOL' 4 'COMPREHENSIVE HS'
  98  0              5 'VOCATIONAL HS' 6 'JUNIOR COLLEGE' 7 'COMMUNITY COLLEGE'
  99  0              8 'ELEM/JUNIOR HIGH' 9 'UNIT DISTRICT K-12'/
 100  0              ENROLL 1 'UNDER 500' 2 '500 TO 999' 3 '1,000 TO 2499' 4 '2500 TO 4999'
 101  0              5 '5000 TO 7499' 6 '7500 TO 9999' 7 '10,000 TO 14,999'
 102  0              8 '15,000 TO 19,999' 9 '=/> THAN 20,000'/
 103  0          FILE LABEL   VEIP ILLINOIS SURVEY DATA
 104  0          DOCUMENT     THIS FILE CONTAINS ALL THE DATA COLLECTED FROM A SURVEY OF 650
 105  0                       ILLINOIS EDUCATORS.  THIS DATA WAS COLLECTED IN MAY, 1985 VIA A
 106  0                       MAIL SURVEY.  OVER 300 QUESTIONNAIRES WERE COMPLETED AND RETURNED.
 107  0                       ELEVEN QUESTIONNAIRES COULD NOT BE DELIVERED FOR A TOTAL SAMPLE
 108  0                       OF 339.  THERE WERE SIX MAILING GROUPS INCLUDED IN THE SURVEY.
 109  0                       THE PURPOSE OF THIS SURVEY WAS TO DETERMINE THE STATE OF THE
 110  0                       ART IN THE TEACHING OF VOCATIONAL ETHICS IN THE STATE OF ILLINOIS.
 111  0                       THIS DATA WAS SAVED AS A SPSS-X SYSTEM FILE IN JUNE, 1985.
 112  0          BEGIN DATA
```

BEST COPY AVAILABLE

```
28 JUN 85   VEIP ILLINOIS EDUCATORS SURVEY
            SOUTHERN ILLINOIS UNIVERSITY

PRECEDING TASK REQUIRED        0.17 SECONDS CPU TIME;        3.03 SECONDS ELAPSED.

 113  0          FREQUENCIES  VARIABLES=VRSTCH VRSAREA RELIABLE TO DDISHARE/
 114  0                       STATISTICS=DEFAULT

THERE ARE   545360 BYTES OF MEMORY AVAILABLE.
THE LARGEST CONTIGUOUS AREA HAS   545360 BYTES.
 ***** GIVEN WORKSPACE ALLOWS FOR 24789 VALUES AND   6197 LABELS PER VARIABLE FOR 'FREQUENCIES' *****
```


BEST COPY AVAILABLE

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

YRSTCH NUMBER OF YEARS TEACHING

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	2	.7	.7	.7
	1	2	.7	.7	1.3
	2	3	1.0	1.0	2.3
	3	2	.7	.7	3.0
	4	6	2.0	2.0	5.0
	5	10	3.3	3.3	8.3
	6	9	2.9	3.0	11.2
	7	13	4.2	4.3	15.5
	8	13	4.2	4.3	19.8
	9	6	2.0	2.0	21.8
	10	8	2.6	2.6	24.4
	11	11	3.6	3.6	28.1
	12	13	4.2	4.3	32.3
	13	13	4.2	4.3	36.6
	14	15	4.9	5.0	41.6
	15	27	8.8	8.9	50.5
	16	17	5.5	5.6	56.1
	17	18	5.9	5.9	62.0
	18	20	6.5	6.6	68.6
	19	9	2.9	3.0	71.6
	20	17	5.5	5.6	77.2
	21	4	1.3	1.3	78.5
	22	5	1.6	1.7	80.2
	23	12	3.9	4.0	84.2
	24	9	2.9	3.0	87.1
	25	6	2.0	2.0	89.1
	26	6	2.0	2.0	91.1
	27	5	1.6	1.7	92.7
	28	6	2.0	2.0	94.7
	29	3	1.0	1.0	95.7
	30	5	1.6	1.7	97.4
	31	1	.3	.3	97.7
	33	2	.7	.7	98.3
	34	1	.3	.3	98.7
	35	3	1.0	1.0	99.7
	40	1	.3	.3	100.0
OUT OF RANGE		4	1.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 15.805 STD DEV 7.442 MINIMUM .000
MAXIMUM 40.000

VALID CASES 303 MISSING CASES 4

BEST COPY AVAILABLE

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

VRSAREA YEARS TEACHING IN CURRENT AREA

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	8	2.6	2.7	2.7
	1	8	2.6	2.7	5.4
	2	10	3.3	3.4	8.8
	3	13	4.2	4.4	13.1
	4	11	3.6	3.7	16.8
	5	13	4.2	4.4	21.2
	6	17	5.5	5.7	26.9
	7	18	5.9	6.1	33.0
	8	13	4.2	4.4	37.4
	9	8	2.6	2.7	40.1
	10	19	6.2	6.4	46.5
	11	13	4.2	4.4	50.8
	12	14	4.6	4.7	55.6
	13	5	1.6	1.7	57.2
	14	15	4.9	5.1	62.3
	15	20	6.5	6.7	69.0
	16	20	6.5	6.7	75.8
	17	11	3.6	3.7	79.5
	18	12	3.9	4.0	83.5
	19	9	2.9	3.0	86.5
	20	8	2.6	2.7	89.2
	21	3	1.0	1.0	90.2
	22	3	1.0	1.0	91.2
	23	4	1.3	1.3	92.6
	24	6	2.0	2.0	94.6
	25	3	1.0	1.0	95.6
	26	5	1.6	1.7	97.3
	27	3	1.0	1.0	98.3
	28	2	.7	.7	99.0
	30	2	.7	.7	99.7
	35	1	.3	.3	100.0
	.	10	3.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 11.825 STD DEV 7.096 MINIMUM .000
MAXIMUM 35.000

VALID CASES 297 MISSING CASES 10

BEST COPY AVAILABLE

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

RELIABLE BEING RELIABLE/TRUSTWORTHY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	226	73.6	75.6	79.3
MOST OF THE TIME	2	50	16.3	16.7	96.0
SOME OF THE TIME	3	7	2.3	2.3	98.3
OCCASIONALLY	4	4	1.3	1.3	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.231 STD DEV .648 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

WILL2WRK WILLINGNESS TO WORK

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	197	64.2	65.9	69.9
MOST OF THE TIME	2	74	24.1	24.7	94.6
SOME OF THE TIME	3	9	2.9	3.0	97.7
OCCASIONALLY	4	5	1.6	1.7	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.344 STD DEV .741 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

BEST COPY AVAILABLE

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

WILL2LRN WILLINGNESS TO LEARN

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	206	67.1	68.9	72.6
MOST OF THE TIME	2	66	21.5	22.1	94.6
SOME OF THE TIME	3	10	3.3	3.3	98.0
OCCASIONALLY	4	5	1.6	1.7	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.314 STD DEV .706 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

RESPIACT RESPONSIBILITY FOR ONES ACTIONS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	234	76.2	78.0	81.7
MOST OF THE TIME	2	41	13.4	13.7	95.3
SOME OF THE TIME	3	7	2.3	2.3	97.7
OCCASIONALLY	4	6	2.0	2.0	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		7	2.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.220 STD DEV .673 MINIMUM .000
MAXIMUM 5.000

VALID CASES 300 MISSING CASES 7

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

COOP COOPERATIVE WORK WITH OTHERS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	173	56.4	57.9	61.9
MOST OF THE TIME	2	76	24.8	25.4	87.3
SOME OF THE TIME	3	29	9.4	9.7	97.0
OCCASIONALLY	4	8	2.6	2.7	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.502 STD DEV .853 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

FOLINSTR FOLLOWING INSTRUCTIONS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	214	69.7	72.1	75.8
MOST OF THE TIME	2	61	19.9	20.5	96.3
SOME OF THE TIME	3	6	2.0	2.0	98.3
OCCASIONALLY	4	4	1.3	1.3	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		10	3.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.263 STD DEV .656 MINIMUM .000
MAXIMUM 5.000

VALID CASES 297 MISSING CASES 10

FILE: VEIP ILLINOIS SURVEY DATA

COOP COOPERATIVE WORK WITH OTHERS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	173	56.4	57.9	61.9
MOST OF THE TIME	2	76	24.8	25.4	87.3
SOME OF THE TIME	3	29	9.4	9.7	97.0
OCCASIONALLY	4	8	2.6	2.7	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.502 STD DEV .853 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

FOLINSTR FOLLOWING INSTRUCTIONS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	214	69.7	72.1	75.8
MOST OF THE TIME	2	61	19.9	20.5	96.3
SOME OF THE TIME	3	6	2.0	2.0	98.3
OCCASIONALLY	4	4	1.3	1.3	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		10	3.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.263 STD DEV .656 MINIMUM .000
MAXIMUM 5.000

VALID CASES 297 MISSING CASES 10

FILE: VEIP ILLINOIS SURVEY DATA

BEATSCHL BEING AT WORK/SCHOOL ON TIME

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	204	66.4	68.0	71.7
MOST OF THE TIME	2	62	20.2	20.7	92.3
SOME OF THE TIME	3	13	4.2	4.3	96.7
OCCASIONALLY	4	7	2.3	2.3	99.0
NEVER	5	3	1.0	1.0	100.0
OUT OF RANGE		7	2.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.367 STD DEV .809 MINIMUM .000
MAXIMUM 5.000

VALID CASES 300 MISSING CASES 7

- -

TRUTHFUL TRUTHFULNESS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	239	77.9	79.7	83.3
MOST OF THE TIME	2	35	11.4	11.7	95.0
SOME OF THE TIME	3	9	2.9	3.0	98.0
OCCASIONALLY	4	5	1.6	1.7	99.7
NEVER	5	1	.3	.3	100.0
	.	7	2.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.203 STD DEV .661 MINIMUM .000
MAXIMUM 5.000

VALID CASES 300 MISSING CASES 7

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

PRIDNWRK PRIDE IN WORK WELL DONE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	192	62.5	64.2	68.2
MOST OF THE TIME	2	79	25.7	26.4	94.6
SOME OF THE TIME	3	9	2.9	3.0	97.7
OCCASIONALLY	4	5	1.6	1.7	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.361 STD DEV .744 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

WRKECHDY BEING AT WORK/SCHOOL EACH DAY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	13	4.2	4.3	4.3
ALL OF THE TIME	1	179	58.3	59.7	64.0
MOST OF THE TIME	2	77	25.1	25.7	89.7
SOME OF THE TIME	3	19	6.2	6.3	96.0
OCCASIONALLY	4	9	2.9	3.0	99.0
NEVER	5	3	1.0	1.0	100.0
OUT OF RANGE		7	2.3	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.470 STD DEV .875 MINIMUM .000
MAXIMUM 5.000

VALID CASES 300 MISSING CASES 7

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

FLEX FLEXIBILITY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	13	4.2	4.4	4.4
ALL OF THE TIME	1	113	36.8	37.9	42.3
MOST OF THE TIME	2	105	34.2	35.2	77.5
SOME OF THE TIME	3	53	17.3	17.8	95.3
OCCASIONALLY	4	12	3.9	4.0	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN	1.812	STD DEV	.960	MINIMUM	.000
MAXIMUM	5.000				

VALID CASES 298 MISSING CASES 9

- -

ACCNT BEING ACCOUNTABLE FOR ONES DEEDS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	222	72.3	74.2	78.3
MOST OF THE TIME	2	48	15.6	16.1	94.3
SOME OF THE TIME	3	10	3.3	3.3	97.7
OCCASIONALLY	4	5	1.6	1.7	99.3
NEVER	5	2	.7	.7	100.0
	.	8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN	1.264	STD DEV	.724	MINIMUM	.000
MAXIMUM	5.000				

VALID CASES 299 MISSING CASES 8

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

FAITHFUL FAITHFULNESS TO OBLIGATIONS/COMMITMENTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	13	4.2	4.4	4.4
ALL OF THE TIME	1	172	56.0	57.7	62.1
MOST OF THE TIME	2	86	28.0	28.9	90.9
SOME OF THE TIME	3	20	6.5	6.7	97.7
OCCASIONALLY	4	6	2.0	2.0	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.453 STD DEV .795 MINIMUM .000
MAXIMUM 5.000

VALID CASES 298 MISSING CASES 9

- -

ORGANZD ORGANIZATION OF WORK ASSIGNMENTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	130	42.3	43.6	47.7
MOST OF THE TIME	2	107	34.9	35.9	83.6
SOME OF THE TIME	3	39	12.7	13.1	96.6
OCCASIONALLY	4	9	2.9	3.0	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.685 STD DEV .884 MINIMUM .000
MAXIMUM 5.000

VALID CASES 298 MISSING CASES 9

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

ACCTPWR ACCOUNTABILITY 4 THINGS IN POWER/CONTROL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	14	4.6	4.7	4.7
ALL OF THE TIME	1	179	58.3	60.1	64.8
MOST OF THE TIME	2	71	23.1	23.8	88.6
SOME OF THE TIME	3	24	7.8	8.1	96.6
OCCASIONALLY	4	8	2.6	2.7	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.460 STD DEV .865 MINIMUM .000
MAXIMUM 5.000

VALID CASES 298 MISSING CASES 9

- -

FOLRULES FOLLOWING THE RULES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	213	69.4	71.5	75.5
MOST OF THE TIME	2	57	18.6	19.1	94.6
SOME OF THE TIME	3	12	3.9	4.0	98.7
OCCASIONALLY	4	3	1.0	1.0	99.7
NEVER	5	1	.3	.3	100.0
	.	9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.275 STD DEV .680 MINIMUM .000
MAXIMUM 5.000

VALID CASES 298 MISSING CASES 9

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

RESRCFUL RESOURCEFULNESS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	13	4.2	4.3	4.3
ALL OF THE TIME	1	101	32.9	33.8	38.1
MOST OF THE TIME	2	120	39.1	40.1	78.3
SOME OF THE TIME	3	46	15.0	15.4	93.6
OCCASIONALLY	4	17	5.5	5.7	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.863 STD DEV .968 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

COMMITMT COMMITMENT TO TASKS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	14	4.6	4.7	4.7
ALL OF THE TIME	1	156	50.8	52.2	56.9
MOST OF THE TIME	2	93	30.3	31.1	88.0
SOME OF THE TIME	3	27	8.8	9.0	97.0
OCCASIONALLY	4	7	2.3	2.3	99.3
NEVER	5	2	.7	.7	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.542 STD DEV .864 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

28 JUN 85 VEIP ILLINOIS EDUCATORS SURVEY
SOUTHERN ILLINOIS UNIVERSITY

FILE: VEIP ILLINOIS SURVEY DATA

USETIME USING TIME AND SUPPLIES APPROPRIATELY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	11	3.6	3.7	3.7
ALL OF THE TIME	1	138	45.0	46.2	49.8
MOST OF THE TIME	2	103	33.6	34.4	84.3
SOME OF THE TIME	3	36	11.7	12.0	96.3
OCCASIONALLY	4	10	3.3	3.3	99.7
NEVER	5	1	.3	.3	100.0
OUT OF RANGE		8	2.6	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.662 STD DEV .884 MINIMUM .000
MAXIMUM 5.000

VALID CASES 299 MISSING CASES 8

- -

DO1SHARE DOING ONES SHARE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	0	12	3.9	4.0	4.0
ALL OF THE TIME	1	161	52.4	54.0	58.1
MOST OF THE TIME	2	86	28.0	28.9	86.9
SOME OF THE TIME	3	29	9.4	9.7	96.6
OCCASIONALLY	4	7	2.3	2.3	99.0
NEVER	5	2	.7	.7	99.7
	7	1	.3	.3	100.0
	.	9	2.9	MISSING	
	TOTAL	307	100.0	100.0	

MEAN 1.560 STD DEV .920 MINIMUM .000
MAXIMUM 7.000

VALID CASES 298 MISSING CASES 9

```
28 JUN 85   VEIP ILLINOIS EDUCATORS SURVEY
            SOUTHERN ILLINOIS UNIVERSITY

PRECEDING TASK REQUIRED        0.46 SECONDS CPU TIME;        5.87 SECONDS ELAPSED.

 115  0           FINISH


  115 COMMAND LINES READ.
    0 ERRORS DETECTED.
    1 SECONDS CPU TIME.
   20 SECONDS ELAPSED TIME.
      END OF JOB.
```